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ABSTRACT

INFORMATION ON INDIVIDUAL INSTRUCTION FOR CHILDREN WHO ARE HOMEBOUND OR HOSPITALIZED AND IN NEED OF SUPPLEMENTARY PROGRAMS IS DEFINED AS APPLIED IN NORTH DAKOTA. THE ORGANIZATION OF THE PROGRAM, ELIGIBILITY OF PUPILS SERVED, REFERRAL PROCEDURES, THE RESPONSIBILITY OF THE LOCAL SCHOOL ADMINISTRATOR, THE RESPONSIBILITY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, QUALIFICATIONS AND RESPONSIBILITIES OF THE TEACHER, SPECIAL EQUIPMENT REQUIREMENTS, AND PARENT COOPERATION ARE DISCUSSED. ALSO TREATED IS THE STATUS OF A CHILD ON APPROVED HOME STUDY PROGRAMS AND AN ESSAY ON WHY SPECIAL EDUCATION PROGRAMS ARE NEEDED. (WW)

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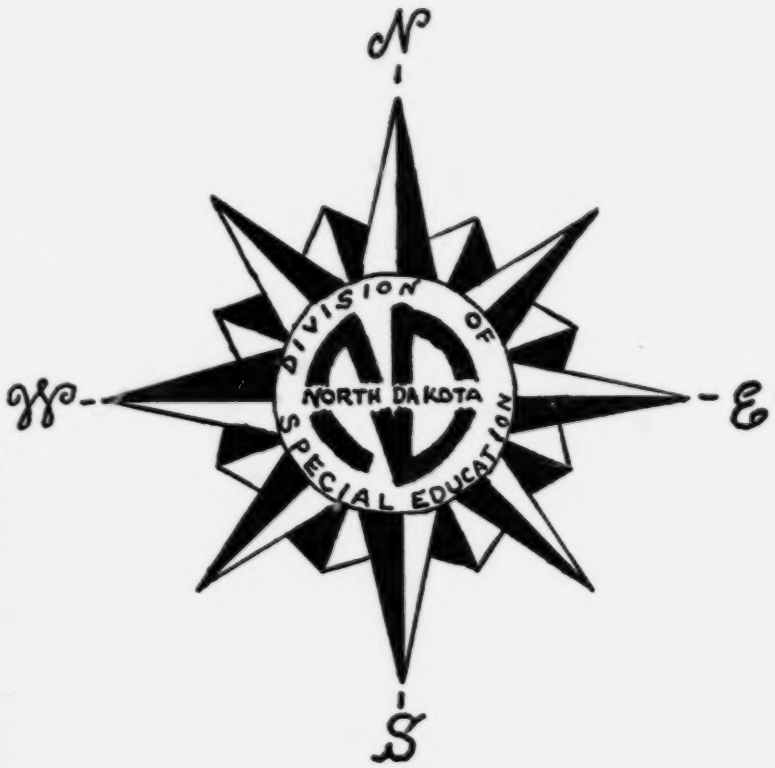
Guides To Special Education In North Dakota—

VII. Individual Instruction Programs for Children Who Are Homebound or Hospitalized



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GUIDES TO SPECIAL EDUCATION IN NORTH DAKOTA

VII. Individual Instruction Programs for Children Who Are Homebound or Hospitalized (including Supplementary Instruction)

Prepared and Distributed
by the Director of Special Education
Janet M. Smaltz

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota
1967

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WHY SPECIAL EDUCATION?

A community which provides special education opportunities for exceptional children today joins with many others across the state and the nation in reaffirming a democratic belief in the worth of the individual. This belief has undergirded our public education system since its beginning, yet children whose needs could not be served in the regular classroom were at first exempt and excluded.

Gradually, at the beginning of the present century, the new horizons of educational and clinical psychology pointed the way toward inclusion of these children in public school programs. Advances in physical medicine challenged educators to provide the academic and vocational training that would make physical restoration meaningful and useful.

Public school special education is sound and defensible on many counts. For those who prefer financial bases for justification of such programs, it has been shown that the income taxes paid by educated and vocationally trained individuals far outweigh the initial cost of providing them with education and training. They are no longer recipients of tax dollars, but taxpayers, contributing to the society which helped them.

Another practical justification for special classes is the easing of crowded classrooms and harrassed teachers. It is impossible for a teacher in the regular classroom to carry on a well-planned special education program for an exceptional child in an already crowded room and schedule. Actually, the deprivation of the child may be greater than the frustration of the teacher, yet the latter has practical significance for the climate of the classroom.

It is likewise good business to provide special services which may prevent juvenile problems and wasted manpower. A child who experiences failure in academic work and social relationships at school is apt to find anti-social or destructive behavior rewarding. If he finds success in the practical use of reading and number skills with additional guidance in vocational choice, he may be a constructive worker in his community.

None of these arguments for special education is more important than the basic concepts upon which our society is built. Largely inspired by the Christian philosophy of the worth of the individual, our democracy has laid the right of equal opportunity at the door of the humble and the mighty. We have assumed an obligation.

Why Special Education (continued)

The purpose of the special education programs is to modify the differences of the disabled child so that he may take advantage of his opportunity for education. In a sense it is not special at all, since it provides the necessary facilities and teaching that will enable the handicapped child to "break even".

The Department of Public Instruction in North Dakota is concerned with exceptional children who have disabilities keeping them from their best school attainment. The Director of Special Education will assist in the planning and development of special educational services and by law the department provides partial financial reimbursement to local schools setting up approved programs. The special education law, enacted in 1951, is permissive and looks to the local school board to access and meet the needs of children in the community. Two or more school districts may participate together in providing special classes or services. County special education boards are authorized under North Dakota law. Reimbursement from state special education funds is as generous as possible within the restrictions of the law and the money available.

The law limits per capita annual instructional costs to $300. and any additional costs including equipment, transportation, and residential care tc $500. per capita from state funds. Planning of the program and reimbursement has been based on the number of children to be served and the funds made available through the biennial legislative appropriation.

The total number of handicapped school children in North Dakota is estimated at 12% or about 26,000 children. These include children with speech defects, mental retardation, visual and acoustic handicaps, long-term illness, limiting physical handicaps and the children who are seriously socially or emotionally maladjusted.

If we believe that education is essential in order to develop constructive, happy citizens we cannot deny the same opportunity to any educable child. The goals for special education are no different from the goals of all educational programs.

1. To develop the ability of the child as far as possible to use the academic skills and tools in daily life.

2. To develop social responsibility and citizenship.

3. To point the way toward vocational fulfillment and intellectual maturity.

Summary Information

INDIVIDUAL INSTRUCTION FOR CHILDREN WHO ARE HOMEBOUND OR HOSPITALIZED OR IN NEED OF SUPPLEMENTARY PROGRAMS

Organization

Homebound and hospital teaching is primarily planned for children who are temporarily handicapped. Others may be included.

Upon certification from the attending physician that school work should be provided to the child at his bedside, the local school board may provide a teacher for the child.

Children in hospitals outside their home school districts may be provided with special education either through the administration of their home school district or that of the community in which the hospital is located. The home or hospital teaching program is a part of the sponsoring school and follows its administration in matters of testing, reporting and vacations. Individual instruction may be approved as a supplement to regular class attendance for children who are visually or hearing impaired or who are diagnosed as having emotional disturbances or specific learning disabilities.

Eligibility of Pupils

The physician referral must recommend home or hospital teaching. The child must be able to carry four hours of school work weekly. Children must be recommended for supplementary instruction by a qualified examiner.

Size of Class

This is primarily individual instruction.

Equipment

Textbooks and materials for regular classwork are provided by the sponsoring school district. Supplementary books, films, ceiling projectors for confined patients, home-to-school communication systems, reading stands, bed desks, and other equipment as required may be arranged through the local school or in some cases provided by special arrangement.

Teacher Qualifications

1) A valid North Dakota teachers certificate for grade level at which child is taught.
2) Shall maintain contact with regular faculty as outlined in the booklet "Individual Instruction Programs for Children Who Are Homebound or Hospitalized."

Summary Information (continued)

State Participation

The local school district is required to pay salary of the teacher. Salary for home or hospital instruction will be reimbursed to the public school district up to $2.00 per hour for four hours per week on a pre-approved program.

The local school is encouraged to assist the program by providing payment for additional hours of instruction per child, increase the hourly pay to teachers and provide for the teacher's transportation to the home from local funds.

INSTRUCTION FOR CHILDREN WHO ARE HOMEBOUND OR HOSPITALIZED

Purpose

Instruction programs for children who are homebound or hospitalized are intended primarily for those children who are temporarily handicapped. Children who are so severely handicapped as to suggest that they may never be able to participate in a regular school program are also included in this type of service.

Bedside education has therapeutic and educational value. It not only helps the child keep in step with his regular class so that his school term is not entirely lost, but also helps condition his mental attitude toward his physical problem. The mental health of both the child and parent may be benefited through provision of this service.

Children may be placed on an individual instruction or homebound program temporarily until placement in a class for physically handicapped or emotionally disturbed children may be provided.

Eligibility

Children up to twenty-one years of age who are capable of learning, but who because of illness, physical disability or other handicap cannot attend regular classes in the public schools and for whom no special classes are available, may be included in homebound and hospital teaching programs. The attending physician must certify that the child will be out of school for a minimum of four weeks (if state reimbursement is requested) and that the bedside educational program will not be injurious to his health. Psychometric and speech evaluations must also accompany applications where learning ability or speech adequacy is questioned.

Some of the more frequent causes for a child to be homebound are rheumatic fever, poliomyelitis, heart disease, cerebral palsy, nehpritis, chorea, spina bifida, or accidental injury.

Children with hearing loss, visual impairment, specific learning disability or emotional disturbance for whom individual instruction at school is recommended to supplement classroom participation may also be included.

Referrals

Children in need of home study programs should be referred by their doctors, parents, nurses or other private or public agencies to their local school superintendent. Referrals made directly to the Director of Special Education will be relayed to the local school administrator who is charged with the responsibility for locating and employing a certified teacher who is qualified to provide instruction at the grade level necessary to the individual case.

Organization

Responsibility of Local School Administrator:

1. A home or hospital visit should be made to determine whether or not the physical environment will permit a profitable educational experience for the child.

2. The attending physician should be contacted in order that his approval be obtained for the program. He must verify that the child will not be over-taxed physically by bedside instruction.

3. A teacher with a valid North Dakota teaching certificate must be employed to assume responsibility for the educational program for the child. The teacher may be someone already in the employ of the school board who assumes this additional responsibility at the close of the school day or it may be a teacher who is available for the for the special program during school hours. Teacher training should include the area of education which the child will require.

4. The school administrator will submit completed forms entitled "Application for Instruction of Homebound or Hospitalized Child" to the Department of Public Instruction for program approval. No reimbursement can be made on any but pre-approved programs.

5. As the program progresses the school administrator shall arrange for periodic conferences with the home teacher, shall have a copy of her daily schedule, and shall provide supervision of scheduling and curriculum.

Organization (continued)

6. Payment to the teacher shall be made regularly, preferably each month, from local school funds. Claim for reimbursement from state special education funds shall be made on forms provided at the conclusion of the program or at the end of the school year.

7. The homebound or hospitalized child receiving four hours of instruction weekly or two hours instruction plus a two-way communication system on an approved special education program shall be considered as regularly enrolled in the school and school district providing such program and shall be included in determination of elementary per pupil payments from the county tuition fund or high school tuition payments.

Responsibility of Department of Public Instruction

1. State reimbursement at the rate of $2.00 per hour of instruction for a maximum of four hours per week is provided to pre-approved programs.

Should it be desired or necessary to pay the teacher more than $2.00 per hour of instruction or for more than four hours per week, the local school board may provide the additional payment at its own expense.

In no case may reimbursement for instructional costs for one child in one school year exceed $300.00 from the state special education funds. When situations arise in which more than one child may be advantageously taught at a single time, state assistance is provided at the rate of $2.00 per hour of instruction for the first child of the group and $1.00 per hour of instruction for each additional child of the same class.

The Teacher

The teacher of the homebound child or any other approved in this program must hold a valid North Dakota teaching certificate with training in the area in which the child is to be taught.

The Teacher (continued)

The school district is required to pay the salary of the teacher which will be reimbursed up to $2.00 per hour if the program has been given prior approval by the director of special education. A maximum of $8.00 is allowed for the weeks of the regular school year. It is assumed that regular school holidays will also apply to the homebound.

The four hours of instruction each week may be divided among the days of the week in any manner which the child's physical condition and the teacher's schedule permit. In no case, however, should all four hours of instruction be provided in a single day.

The educational program of the child will be determined by his grade level of ability, his physical condition and his interest and motivation. The teacher of homebound children, especially of those who are physically handicapped, will need to study and follow the physicians recommendations in those cases where the disability drastically affects the child's activity. It will require patience and understanding of the child and cooperaton with and by other members of the family for the teacher to carry on a helpful, efficient program of instruction. Work habits will need to be established and study schedules arranged so as not to intertere with care of the patient.

1. The teacher will determine, first of all, the grade level of work which the child will need. She will consult the school administrator who will assist her by providing records and reports and by arranging a conference with the former teacher of the child.

2. The teacher and school administrator should visit the homebound child and his parents and talk with them about scheduling, etc. prior to the beginning of the program.

3. The teacher will then prepare her lesson materials just as she would in the regular classroom. She will use the library and other source materials to supplement the texts.

The Teacher (continued)

4. Text books coordinated with the regular classroom program and supplementary materials should be provided by whatever method they are provided to other children in the school. Teaching aids should be supplied by the school. Supplementary reading books should be supplied through school, local public or state libraries. Educational films and other visual aids can be of value.

5. Prepare a folder on each child, which will include pertinent information, such as progress reports, physical history, grades, etc.

6. Keep in close touch with the child's regular class teacher if his condition is a temporary one, since his work should be so coordinated that he may make the transition back to regular class easily.

7. Confer with the school administrator periodically. Report your teaching schedule to him.

8. Record grades for the child with the classroom teacher or the school administrator, whichever method has been agreed upon.

9. Attend the regular faculty meetings of the school.

10. Report your monthly time schedule to the superintendent at the end of each month so that he can keep an accounting for payment of salary and for reimbursement.

SPECIAL EQUIPMENT

1. Home-to-school communication system.

2. Ceiling projectors

3. Special furniture

1. Home-to-school communication systems - these communication systems may be used effectively with children above the 4th grade. This device, which IS INSTALLED AND MAINTAINED BY YOUR TELEPHONE COMPANY, involves a two-way speaker system between the classroom and the home. The child has opportunity to participate in class discussions through this medium. This system does not replace individual instruction. Two hours of bedside teaching are still required for an approved program. Reimbursement is made from state special education funds for the amount expended by the local school district in the installation and monthly rental charge for equipment. After the program has been approved, call your local telephone company and arrange for installation of the equipment.

2. Ceiling Projectors - bed patients of all ages can make use of ceiling projectors. Projected books may be obtained on a rental or purchase basis and used in these projectors. Operation is simple, each page sliding into place on the ceiling at the pressing of a button. Many of the books available are supplementary and recreational reading. A list of the books available may be obtained from the Director of Special Education, Department of Public Instruction, Bismarck or from Projected Books, Inc., 313 N. First Street, Ann Arbor, Michigan.

A ceiling projector is available on free loan from the Easter Seal Equipment Pool, Jamestown, North Dakota. Rental or purchase of projected books might be financed by the local school or local service, civic or school organizations.

3. Special Equipment - Special furniture or other equipment for the physically handicapped can sometimes be devised by ingenious parents or teachers. The school industrial arts department or interested friends and neighbors may also assist in building special devices to help the handicapped child to use his school activities to best advantages.

Special Equipment (continued)

An equipment pool is maintained by the Easter Seal Society, 422 2nd Avenue Northwest, Jamestown, North Dakota. Wheelchairs, hospital beds, walkers, crutches, etc. are available on free loan. A physician's approval is necessary before such equipment is used since the nature of the child's disability might be improved or impaired through its use.

In some cases, a bed desk that may be pulled over the bed and tilted to the proper angle may be indicated. Any writing surface which is tilted can be made more practical by attaching a small, shallow box for pencils, erasers, crayons, etc.

Clip-clothespins are useful in fastening papers to the tilted table. C-clamps are also useful in adapting equipment. A simple suspension attachment for holding books or papers over the bed may be made by tying a rope from the foot to the head of the bed so that papers and books may be clipped or fastened in the proper position.

Special chairs or posture equipment should be devised and used under the direction of the attending physician.

PARENT COOPERATION

The parents will be very much concerned with the schedule of home-teaching. They must help to arrange the home routine so as not to interfere with an effective teaching program.

They will want to provide a warm, well-lighted room and should help the daily lesson period by keeping younger children and pets out of the "classroom".

The teacher and school administrator will need to be patient when parents are over-concerned about progress and help them to understand that a recuperating child may not have the strength or motivation to progress rapidly at the beginning of the program. If the teacher wishes the parent to help the child, she should say so and give specific instruction. If she, doesn't want the parents to help, she should make it clear to them.

Parent Cooperation (continued)

Encourage parents to set up a definite time for study and lesson-participation as well as radio, television, or craft time.

STATUS OF CHILD ON APPROVED HOME STUDY PROGRAM

According to Section 15-5906 of the Revised Code under State Cooperation in Special Education, the following:

"Exceptional children who are enrolled in approved programs of special education shall be deemed to be regularly enrolled in the school and school districts providing such programs and shall be included in determination of elementary per pupil payment from county tuition fund or high school tuition payments from state equalization fund whether such pupils are regularly attending school in the school or school district receiving such payments or not."

The number of hours of instruction shall be determined by the child's need and his physical condition. Grading and promotion shall be made on the basis of achievement in the curriculum as outlined in the elementary course of study for the grade level in which the child is enrolled. The only exception shall be in the case of a mentally handicapped child whose curriculum shall be determined by his ability to achieve. Four hours of home instruction per week will ordinarily be considered equal to one week of school work, although fewer hours may be approved if child's progress is maintained. This will be determined through consideration of the individual case.

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